

Clinical or Community Partnership

University of Texas Health Science Center at Houston School of Nursing BSN

Memorial Hermann Memorial City Medical Center

San Jacinto Methodist Hospital

UT MD Anderson Cancer Center

Willowbrook Methodist Hospital

Willowbrook Methodist Hospital and San Jacinto Methodist Hospital:

Distance education of RN to BSN programs to these sites. Hospitals pay for their AD prepared nurses to achieve BSN.

UT MD Anderson Cancer Center:

Partnership through grant funded by HRSA "Using digital technology to learn, instruct and communicate"

Memorial Hermann Memorial City Medical Center:

Partnership funded a Robert Wood Johnson/AACN "New Careers in Nursing Programs" grant. The intent of the grant is to increase enrollment in accelerated nursing programs.

Approximate cost of implementing and maintaining partnership: none listed

Grant monies used: none listed

Expected benefits from partnership: none listed

Challenges from partnership:

- increased enrollment

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Partnerships with Other Nursing Programs

Blinn College ADN

University of Texas Austin

University of Texas Houston

University of Texas Tyler

Stephen F. Austin State University

Texas A & M University - Corpus Christi

There are articulation agreements in place with each school.

Approximate cost of implementing and maintaining partnership: n/a

Grant monies used: n/a

Expected benefits from partnership:

- graduates from Blinn College ADN program may experience an easier transfer into the identified BSN programs, as Blinn serves as a feeder school

Challenges from partnership:

- none identified

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Grantee Institution: The University of Texas Health Science Center at Houston

Project Title: Workforce Increases in Nurses and Nursing Education: Excellence in Resource Collaboration

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Key terms: Preceptor; Initial licensure students; Collaboration; Clinical education

Project Summary

WINNER began precepting pre-licensed nursing students in the Spring and Fall of 2005. Experimental and control students were randomly selected from a pool of incoming, first semester volunteers, resulting in 162 experimental (WINNER) students enrolled in 12 Houston-Galveston area nursing programs placed with preceptors in local area hospitals. The students were precepted for all semesters of their nursing education and graduated (N=105) between Fall 2006 and Dec. 2007.

The project achieved its goal of addressing constrained clinical education capacity by developing a regional clinical instructional model between schools and hospitals wherein qualified service nurses served as clinical instructors. With guidance from the school's instructor (s), nurses successfully provided the clinical experiences. In all, 49 hospitals and clinics participated in the project. The preceptors were predominately nurses in small units and in units that traditional students seldom used and nurses working part time and on night or weekend shifts. Hospital educators were key in identifying nurses interested in precepting. In general, the more support given to preceptors by their nursing directors and supervisors, the more successful was the outcome.

Schools with a dedicated instructor for the duration of the project were better able to orient and supervise preceptors, because preceptors changed as the students progressed through the different areas of study (adult health care, pedi/ob, mental health, high acuity or patient management). Otherwise, a detailed faculty orientation to precepting vs. traditional education is recommended. Initially, instructors were concerned about being on call 7 by 24; however, this concern did not materialize as preceptors managed situations themselves and notified instructors by email of any potential problems or concerns.

A barrier to success was there was no mechanism for preceptors to follow the student's curriculum and weekly learning objectives. Thus, clinical learning did not reinforce didactic to the extent desired. The result was that precepting did not aid student retention to graduation. The course failure rate for the WINNER students was in line with the course failure rate for the Houston-Galveston area. From the hospital's viewpoint, the drop out of students in predominately the first semester meant that students who failed courses of study took up valuable clinical space. A recommendation from the hospitals in the WINNER consortium was to front load didactic portion of courses to free up clinical slots for those students most likely to graduate

The WINNER project successfully accomplished its three main objectives, namely 1) demonstrating the effectiveness of the preceptor model in comparison to the traditional model of clinical nursing education, 2) developing a pool of preceptors to serve as clinical faculty to initial licensure nursing students, and 3) increasing collaboration among schools and hospitals in the Gulf Coast Region. The WINNER (experimental) students had a pass rate and test scores equal to that of traditionally educated students (control). Both preceptors and students reported great satisfaction with the process. Anecdotal information suggests that one unlooked for outcome was that the students gained tremendous confidence

in themselves and their abilities. Students reported that what they liked best was being part of the team. In all, over 500 nurses successfully completed an online preceptor training course (for 15 CE units), and over 300 nurses precepted students. An Advisory Committee made up of key personnel from the participating schools and hospitals essentially set the direction and purpose of the project and as a group, standardized approaches that all schools used in all hospital/clinic setting.

An outcome was the number of preceptors who began to pursue the next highest degree as a result of WINNER. ADN preceptors began to work toward a BS, and BSN prepared preceptors began working toward a MS, with some preceptors expressing an interest in teaching. Through matching funds from the John S. Dunn Research Foundation and the Good Samaritan Foundation, RN preceptors received scholarships of \$1000/semester, and more than \$30,000 was given to preceptors for their education.

Additional projects and products were developed through WINNER based on faculty and student needs and aided in project implementation (available to other schools and agencies on request):

- A Preceptor Education Course (UTTC housed) which prepared staff RNs for the preceptor role
- A WINNER website complete with school and hospital contacts, school policies and course objectives
- WINNER logo for use as preceptor identification pin and on WINNER literature
- Standardized application and evaluation forms for preceptors, students, and faculty
- Math review CD using ratio/proportion and dimensional analysis
- An assessment of hospital capacity using the preceptor model to match 2 students with 1 preceptor under supervision of 1 faculty to increase the instructor-student ratio from 1 to 10 to 1 to 24.
- WINNER Forum (August 2007) which brought together project participants and state leaders to discuss the issues surrounding preceptor model.
- Clinical scenarios and competency testing for students.